

MODULE No.2

SUPPORTING
THE
HEADS OF THE
MIDDLE/SECONDARY/H: SECONDARY
SCHOOL

IN
INSTITUTIONAL MANAGEMENT

MODULE NO.2

ACADEMIC MANAGEMENT

(DRAFT)

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MODULE NO-2

INSTITUTIONAL MANAGEMENT

ACADEMIC MANAGEMENT

INTRODUCTION

This Module has been designed and developed for the heads of the Middle, Secondary & Higher Secondary Schools through out the Country.

This module is developed as a self-learning package. Therefore it specially addresses the heads of the Schools to highlight the role of a head as a pedagogical leader.

This module is based on self-directing, self- evaluation and ~~self-evaluation~~ and self-improvement. Of course the implementation will create different forms, tolls and approaches but it is expected that strategy and conclusion will be the same, based on quality as directed in module through carport approaches and discussion.

Activities are designed interactive based on brain storming and open discussion for formal conclusion. In addition it is very necessary to clarify here that this module is not developed for imparting of extensive training by proper trainers in a specific training room.

The strategy is totally different and innovative from the In-service teacher training programme.

Strategy of the Module. It presents a formal discussion, thinking and reflection of the heads and teaching staff of their schools for the purpose of reform and improvement in academic management.

Minimum back-ground informations are given in the module in proper places relevant to the contents. The contents will be elaborated by the school team comprehensively in the light of their own experiences, specially the way on which Middle/Secondary/Higher

Secondary Schools are running the academic management.

This quality based learning material of the module aims to encourage the heads of the Schools: -

- i) To develop an official set of criteria on which the academic management and class room evaluation exists.
- ii) To ensure the availability of norms and standards to judge the quality of school on professional side.
- iii) To maximize the positive impacts of classroom learning environment on quality improvement of school.
- iv) To provide summing-up of the main problems experienced in setting up a school academic side effectively.

OBJECTIVES OF THE MODULE:

After working out at this module you will be able to:

1. Get awareness of the pedagogical role of a head/manager of a school.
2. Get consideration of class room management
3. Plan an academic year to generate effective learning environment
4. To enhance technical assistance in developing time table reference to the planning of the teaching year.
5. ~~To express and~~ reflect on the concepts of examination, evaluation, appraisal and assessment.
6. Consider the concept of inspection and supervision on the part of external and internal point of view.
7. Maintain the teacher diary properly
8. Promote the co-curricular activities.

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- 2.1 PEDAGOGICAL ROLE OF THE
MANAGER/HEADS OF THE SCHOOL
- 2.2: CLASSROOM MANAGEMENT
- 2.3: THE DYNAMIC AND MECHANISM OF
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- 2.4: TIMETABLING
- 2.5: EXAMINATION AND EVALUTION
- 2.6: TEACHER DIARY.
- 2.7: CO-CRRICULA ACTIVITIES.

UNIT NO - 2.1:

CONTENT: Pedagogical role of a manager (Head of the school)

OBJECTIVES: After working on the unit you will be able to:

1. Play a participative role in academic management
2. Facilitate the staff members in effective methodological and pedagogical aspects
3. Identify the approaches to the basic consideration for academic/professional support
4. Promote the mutual co-operation among the teachers, students, parents, supervisor, and community
5. Demonstrate all the functions/roles/responsibilities for the sake of school vision and objectives.

INTRODUCTION OF THE UNIT:

In this unit we are going to get awareness of the role of the head of the school as pedagogical, academic, democratic and active leader.

The professional management is the most significant component of the school management. The leader's managerial practices can improve the efficiency of the school. The great contribution in this aspect is on the part of excellent performance of the head of the school. What might be the effective performances of the head, as professional and pedagogical leader, will be discussed in this unit.

DEVELOPMENTAL ACTIVITIES:

ACTIVITY NO -1:

- There are many different types of the school heads. Note down some of the similar and different roles of the managers. Share your own experiences with your colleagues.
- Now list the professional and pedagogical aspects out of the noted points
- Now sort out the positive points, which you would like to adapt to become pedagogical manager.

COMPARISON:

Compare your own list to the following functions of the School's heads.

Are you involved in:?

1. Active participation in all the academic and professional activities.
2. Maintenance of balance between all the activities of school curricula and co-curricula.
3. Setting out the mission and objectives of the school in academic component specially
4. Concentration on the curriculum completion in good time.
5. Developing strategies for checking the time – on –task and match of task.
6. Arranging the required resources for the professional growth and organizing the available resources and substitutes for good management.
7. Using the locality as a resource for the collaboration and corporate learning approaches to the learners and teachers of the school.
8. Utilizing the services of the significant members from society as a resource person for up-gradation the school quality
9. Coordination with the supervisory staff.

10. Trying to get feed back and inspection report from the supervisors and inspectors.
11. Discuss the feedback with your colleagues for further improvement in professional development.
12. Counseling with pupils, parents and community on the norms and values of the school in professional and other activities.
13. Personal demonstration on any content of hard areas of the textbook in actual classroom in the presence of concerned teachers.
14. Facilitating the teaching staff in innovative techniques in methodology and pedagogy.
15. Professional guidance to the teachers as individuals to generate the effective learning atmosphere in the classroom.
16. Monitoring of the classes ensuring involvement of the students in active learning.
17. Providing feed back to the staff for further improvement
18. Checking the teacher's dairy regularly.
19. Encouraging and appreciating the teachers and learners for the best performance by awarding, admiring, incentives,/ keeping in good book, recommendations for the further promotion and nomination for in service teachers training in the country and abroad.
20. Recording the evaluation report based on comments, suggestions and recommendations for further improvement in professional field.
21. Feeling competent in professional field.

ACTIVITY NO -2:

After comparison, what change do you feel in your attitude as a leader of the school?

Think about the positive changes and try to accept some ones as a challenge in the first phase what you can do.

BACKGROUND INFORMATIONS

Academic management, like most aspects of educational management has its own set of terms and a principles with a particular area.

This module is not providing you all the aspects and terms of academic management in detail but it is just an introductory step offering you to open your school and classroom for sharing, challenging and linkage between theoretical and practical vision of your school, which provides you an opportunity to reflect upon your management and demonstration for improvement and modification.

Academic Management is a social process of identifying academic~~als~~ purposes of a school and allocating resources to achieve the maximum learning and skills with in the minimum resources. The purpose of the academic management of a school is to enable the students to receive the right education and skill in right way at the right time, from right teachers. It is possible to achieve the desired objectives easily when the four categories of close relationship are promoted on mutual goodwill and co-operation.

- ❑ Close relation between heads and staff members of the school
- ❑ Close relation ship between managers and community
- ❑ Democratic relation between the teachers and students
- ❑ Friendly relation between the students and students.

Academic Management of a school covers the following desired directions of overall development of the students:

- ❑ Intellectual development
- ❑ Moral and social
- ❑ Physical
- ❑ National and vocational
- ❑ Aesthetic and behavioral

School has a various kinds of aspects on the part of academic management as:

- ❑ Management of school building includes classroom/labs/library/play ground toilets, boundary wall etc.
- ❑ Management of physical resources for school as furniture etc.
- ❑ Management of material—includes equipment A.V.A supporting teaching material
- ❑ Management of human resource includes: heads, teachers, supporting staff, Students, parents and community.
- ❑ Management of overall system reference to the school, vision and objectives of a school.

UNIT NO –2.2:

CONTENT: Classroom Management

OBJECTIVES:---

At the end of this unit you will be able to:-----

- ✦ Know about the classroom management
- ✦ Learn the art to organize the classroom for learning achievements.
- ✦ Generate the active learning atmosphere in the classroom
- ✦ Enhance the technical assistance of the heads and teachers to manage the classroom meaningfully.
- ✦ Compare your own existing classroom situation to the modified well-managed classroom.

INTRODUCTION:

We need well-developed, skilled and well-mannered students through good schooling. Let's think about:-

- a) what might be the Good Schooling
- b) what might be the management consideration and activities

associated with good schooling?

Definitely your experiences will support you to the motivated teachers, effective learning environment and attractive classroom management

So in this unit we are going to discuss only those aspects regarding to the Class-Room Management which we can do and implement particularly within our available resources and locality.

Developmental Activities:

ACTIVITY NO. 1 (Brain Storming Question)

What is your attitude to the concept of the classroom management?

You can discuss with your colleagues and record the key points.

Information for background knowledge:

Class:

Big or small group of learners possessing the same characteristics in all aspects studying under the supervision of different teachers of different subjects is known as a class.

Classroom:

To educate over-crowded or average or small class with minimum expenditure of time, energy and money in a specific place/room is known as classroom.

Classroom management:

- ❑ It means what we do to ensure that the students are engaged in class
- ❑ To keep the learners physically and mentally busy in classroom is known as classroom management.
- ❑ According to Yoakum and Simpson:
Class-Room Management is the art of organizing the class-room

ACTIVITY NO – 2:

Keeping in mind the above concepts your attention is invited to think about.

“What makes a classroom management more effective?

Discuss with your colleagues and record the key points.

CASE STUDY:

I got a chance to visit a classroom of the Govt: Girls Secondary School.

When I entered the classroom through the open front door and paused to look around the room. It was arranged with eight desks along with the benches in such appropriate way that the teacher as well as each individual could move easily in the classroom. The desks and benches were arranged for 8-10 student group, the total number of the students was 75.

The teacher's table and chair was lying in front of the class beside the writing board and the pin board. The clock, water cooler, glass, dustbin were available in good condition.

The daily schedule and scheme of work was highlighted on the big size of charts placed on the wall. Other relevant diagram/graphs/pictures and learning motivate tips were presented on the walls. I observed a big table behind the classroom on which the different Low/No Cost items were collected for the purpose of teaching support material for clarification of the concept.

Some material was developed by the students under the guidance of teachers.

I realized that the atmosphere was democratic and the teacher seemed just a democratic facilitator. I observed that the students were kept engaged in group discussions, sharing, conclusion, presentation and the co-operative learning was taking place. The teacher moved from one to other to facilitate the groups and to ensure the individual participation and learning positively.

The effective managed classroom environment provided me a lot of support in my professional growth and I challenged myself to reform and modify not only my own classroom but motivate the others to modify their own classroom management.

ACTIVITY NO -3:

Reference to the above case study complete the given work sheet. Depend on your own thinking.

WORK SHEET:

Put the tick mark on the statements which you think correct or agree with for upgrading the class room management.

- | |
|---|
| <ul style="list-style-type: none">• The class room management develop the skills of• Listening, speaking, reading and writing on the part of the learners individually.• C/R/M helps to achieve the desired objectives of curriculum.• It provides the opportunities for intellectual thinking and doing freely.• It promotes the positive attitude to confirm minimum learning out comes. |
| <ul style="list-style-type: none">✱ C/R/M Promotes the skills of self-direction and self-confidence.✱ It appeals the students to join their teachers to share their responsibilities for co-operative and participative learning.✱ It discourages the learners to develop and use the teaching material as required✱ It makes the learners to become self-independent more than they depend on their teachers✱ It is the role only of the head of the school to maintain the well-managed classroom.✱ C/R/M accepts the challenges to modify your own class room situation as desired in case study.✱ It ignores the discipline for generating democratic atmosphere. |

ACTIVITY NO -4:

When ever you think about the class- room management keep in mind the following tips:-----

- Do the learners-----
- feel relax
- feel friendly atmosphere
- get joyful learning
- learn intellectually
- reflect easily and freely
- participate in activities
- join you and other groups easily
- move around for demonstration
- begin to share/end to share
- listen to you and others with patience
- wait for their turn to share or ask a question.
- let others to do, tell, and show.
- see the pictures, charts, models. TV, movie, and board easily.
- hear the instructions, communication and discussion keenly.
- Read, ask and respond with pauses.
- perform in pairs or groups or team and individuals.
- maintain the discipline in such type activities debate, quiz, competition and role play etc.

ACTIVITY NO -5

Draw the conclusion from the above critical thinking and reflection. Then record it.

Shortly:-----

Every idea we draw, every word we say, every thing we do, every action we take participated by the learners consciously or unconsciously and then every decision we make based on maximizing the meaningful learning outcomes and values is Considered Class-Room Management.

UNIT – 2.3

CONTENT: The Dynamic and Mechanism of Planning an Academic year

OBJECTIVES: After working practically on this unit you will be able to:-----

- 1- get awareness of nature of the task
- 2 identify the concerns, which are the basic considerations for planning an academic year.
- 3- skill your teaching staff about the

dynamic and mechanism of an academic year.

INTRODUCTION:

Planning is the key element of the academic management. Planning refers to systemic and collective efforts of the people to solve their problems of future in available resources and in good time.

In this unit we will learn how to understand the nature of task and then how to do the planning for a coming academic year in good time.

Being a head of the school it is a challenging task for you to motivate your staff to plan the next academic year soon after the dismissing of the school annual exams.

Guidelines for the heads as a facilitator:

- ⇒ The following competencies depend on the skill of training delivery. Which support you how to guide your staff with confidence.
1. First you identify the task and objectives then think about the nature of task.
 2. Think about the needs and requirements of task.
 3. Record all the things to do.
 4. Decide the topic, objectives, required material, activities and evaluative techniques of the task.
 5. Decide any flexible and appropriate method to impart the knowledge and skills to your staff.
 6. Keep in mind first understand and then to be understood.
 7. Be confident as a good planner and leader.
 8. Some training plans are given in this unit try to understand and then impart to your staff members practically.
 9. The plans are developed for you to facilitate your staff on the specific content and task.

TRAINING PLAN -1

SUBJECT: PLANNING A SCHOOL OR ACADEMIC YEAR.

CONTENT: To understand the nature of task.

OBJECTIVES:

At the end of this session your staff will be able to:

1. Know the nature of task
2. Identify their needs for the task.
3. Follow the procedure to plan an academic year.

ACTIVITY NO -1:

Write on the board "Planning an Academic Year."

Make appropriate pairs /groups of the staff members

1. Tell them that we are going to learn the planning of an academic year.
2. Please discuss in your groups/pairs and list your requirements for the task.
3. Provide marker and card to each group/pair
4. Discuss their list and conclude the following requirements for planning an academic year.

- Information of the task (what to do)
- Procedures/strategies (how to do)

ACTIVITY NO -2: What to do?

1. Ask! What information we need?
2. Ask the pair /group to discuss and make a list of information required for planning an academic year.
3. Discuss the list and record the common and relevant information on the board as:
4. time/days /calendar /textbooks/papers/ material /the length of the content/the difficult area of the content etc.

ACTIVITY NO –3: How to do?

1. Ask what do we mean by procedure?
2. Discuss in groups/pairs
3. Conclude a procedure adopted to be easily and systematically for planning an academic year.
4. Decide any flexible procedure for the task assigned to them.

Remember it:

If you are the head teacher of a rural Middle Or High school facing short-comings of the staff- members and you have only 6-8 teaching staff then you join the small groups to facilitate them and get the task done by them step by step.

TRAINING PLAN-2

SUBJECT: **Planning a School Academic Year.**

CONCEPT: The qualities of an effective lesson:

OBJECTIVES: The out- comes of the session are: -

1. To enable the staff to explain the qualities of an effective lesson.
2. To skill the teaching staff to focus on the learning needs, out-comes and skills of the learners through effective lesson while planning an academic year.
3. **Material required for the session:** [Markers, chart, papers]

ACTIVITY NO 1:

1. Write on the board the following question:
(What do you think might be the qualities of an effective lesson?)
2. Ask to discuss the topic in the groups or pairs and note the points
3. Provide the chart paper and marker to each group or pair.
4. Elicit and conclude the following qualities:-

- ❖ The appropriate size of the content.
- ❖ Break up the long contents in sub contents.
- ❖ Level of difficulty of the content area.
- ❖ Level of difficulty of the learners.
- ❖ The quality required teaching material.
- ❖ The level of interest of the learners.
- ❖ Variety in activities
- ❖ Effective evaluation techniques.
- ❖ Time framed activities of the contents for the clarification of the concepts.
- ❖ To ensure the achievable and measurable objectives concluded qualities of an effective lesson are the following :-

- ✧ Size
- ✧ Level
- ✧ Time
- ✧ Material
- ✧ Variety in activities
- ✧ Objectives
- ✧ Interest level
- ✧ Evaluation techniques

TRAINING PLAN –3:

SUBJECT: Planning a school year

CONTENT: Calculation of teaching time of a school year:

OBJECTIVES: At the end of the session the teachers will be able to:

1. Calculate the working days, week and months of a school year.

Required material for the session:

2. Calendar 2003-2004
3. Holidays & vacations list of the year.
4. Paper sheet & markers etc.

ACTIVITY NO -1:

1. Divide the teaching staff in major three groups:

- | |
|--------------------------|
| I. Basic Science group |
| II. Social science group |
| III. Math's group |

- | |
|--|
| <ol style="list-style-type: none">5. Facilitate the groups to calculate the working days, weeks and months.6. Ask them to exclude all the vacations, gazetted holidays.7. Draw the following pattern on the board to facilitate them.8. Provide them calendar, paper sheets and marker.9. Instruct them to work on the calendar10. Guide them to draw out the networking days11. Ask each group to share their findings & conclusions. |
|--|

How to calculate the net working days?

YEAR	MONTHS	WEEKS	DAYS IN WEEKS	EXTRA DAYS:
2004	April	3	18	4
2004	May	4	24	0
2004	September	4	24	2
2004	October	4	24	2
2004	November	4	24	2
2004	December	3	18	3
2005	January	4	24	1
2005	February	4	24	0
		30	180	14

TOTAL DAYS: 194

Weeks =30

Holidays gazette: 17

Days =177

Net working days: 177

1. Suppose total lessons in the English book for 8th class are = 30
2. Average break up of the contents = $30 \div 4 = 120$
(sub/contents)
3. Total periods of academic years for the English subject for class 8th are :
Total working weeks = 30
Periods per week = 9
Total periods = 270
4. We need 120 periods for 120 sub-contents of the text book.
5. We need 80 periods for exercises
6. We need 50 periods for composition written work
7. The remaining 20 periods are for unforeseen or for hard areas of textbook.

TRAINING PLAN NO: 4

SUBJECT: Planning a school year

CONTENT: Dynamics and Mechanisms of planning a school year:

OBJECTIVES: After working on this unit the teaching staff will be able to:

- 1) Indicate the factors, which are the basic consideration for planning a school year
- 2) Narrate the qualities of planning a school year.
- 3) Learn an appropriate method of planning a school year.

INTRODUCTION:

In the first plan we learned how to identify the nature of work and in second plan we learned the qualities of an effective lesson for calculating the time. In third plan we learned how to calculate the net working days. Now in this plan we will learn the mechanism (method) of planning a school year.

ACTIVITY NO –1:

Methodology of planning a school year.

- i. Make the pairs or groups as suitable
- ii. Write on the board the following question.
what are the factors, which make the planning effective?
- iii. Ask them to think about the given question and then discuss with the group or pair.
- iv. Provide the cards, paper sheets and markers.
- v. Ask to write the factors in key points on the cards.
- vi. Again provide other cards and ask them to records and sort out only those key points, which make the planning effective.
- vii. Ask group leaders to present their work
- viii. Discuss on the dynamic factors making the planning of a school year appropriate.

ix. Explain the following considerations, which make the planning of a school year effective, and appropriate.

Write the following topic on the board.

- Dynamic of planning a school year.
- The student's interest level
- The difficulty level of the content
- Keeping in mind all the previous training plans 1, 2 & 3.
- The size and the length of the content to be learned within 40 minutes.

Conclusion: the effectiveness of planning a school year depends on the capacity of learners

ACTIVITY NO -2:

Mechanism of planning a school year:

Write on above content on the board.

- * Break up the total size of a content in appropriate teaching lesson for 40 minutes
- * Calculate the net days, net periods and contents
- * Paste each content to each day/ and each period.

TRAINING PLAN NO –5:

SUBJECT: Planning a school year

CONTENT: Formatting the “scheme of work by planning a school year”.

OBJECTIVES: The teachers will be able to:

- 1) Develop a format for scheme of work.
- 2) Plan an academic year “showing the teaching activities throughout the year”

Material Required: Format of a Scheme of Work.

INTRODUCTION:

In previous plan we have learned the method of calculating the net days and the break up of the contents for appropriate time-framed teaching lessons.

ACTIVITY NO -1: (How to develop a format?)

- 1) Write on the board the following statement:
“Formatting “a scheme of work of a school year”
- 2) Make pairs or groups
- 3) Ask to discuss and think about the format what might be it?
- 4) Provide paper sheets & marker to the groups.
- 5) Guide them to prepare a format & facilitate them
- 6) Direct the group leaders to draw a format on the board one by one.
- 7) Select one of the most effective format.
- 8) Share your own ideas and make it more effective if needed.

ACTIVITY NO –2:

(Presentation of the Form already developed)

- 1) Tell them that I have already developed a format for you.
- 2) Provide the photo copy of format to the individuals
- 3) Ask them to compare your own format with this one
- 4) Give the time to compare the both formats.
- 5) Now ask the following questions:

- How many net working days are in April 2004.
- Compare your own list of working days in April 2004 with this one.
- Direct them to paste the teaching lesson against the day& period on the format.
- Conclude your findings and indicate the problems you feel.
- Whether the total teaching lessons and the total days are equal or less/greater. What kind of problems you are facing.
- Guide and facilitate your staff individually keeping in mind the level of interest, the difficulty and length of their specific subject.
- Continue the task for next day until the appropriate “scheme of work” could be prepared.

UNIT-2.4

SUBJECT: **TIME TABLING**

OBJECTIVES OF THE UNIT:

After working on this unit you will be able to:

- 1) Know the basic considerations of time tabling
- 2) Realize the importance of timetable for the better achievements.
- 3) Realize the complexity of planning an appropriate time table
- 4) Focus the full use of timetable to maintain the school quality.

INTRODUCTION:

It is impossible to implement the scheme of work in a school without appropriate having timetable. Timetable is the basic and central element to run the scheme of work. It is strong source of linkage among the curriculum, learners, parents, supervisors, teaching staff and the head of the school. It does not bring only the curriculum to the students but it also indicates the teaching areas energy and time. It is the means of output of the classroom situation and evaluation of the school.

Timetable gives a clear picture of teaching functions as following:-

- What subjects are being taught
- How the classes are engaged in learning activities.
- What type of activity is being done?
- Which teacher is engaged to which class & which subject.
- Work is being done in accordance and discipline.

- ▣ It is a sign of good management of a school and classroom.
- ▣ Particular work in particular time.

In this unit we will learn to some extent about the timetabling related to our needs upto middle & secondary school level.

ACTIVITY NO –1: Principles of an appropriate time table:

What would you suggest for an appropriate timetable for a secondary & elementary school.

Discuss with your colleagues and record your suggested points.

Compare your ideas with the following principles:

1. The effective timetable should be a pupil centered.
2. Showing a variety of activities & learning opportunities
3. Based on the learner's interest level
4. Can fulfill all the subjects
5. Can balance the teacher's load of work.
6. Based on the capacity of learners.
7. Can show the movement of the teachers & learners from one to other, from classroom to lab & from classroom to open area.
8. Which show attendance, assembly, library period, refreshment, games, sports & co-curricular activities.
9. Implementation of the timetable should be confirmed according to the time framed activities.
10. It requires full attention and concentration of the staff and the heads of school for the best implementation and co-ordination.

ACTIVITY NO –2: (Complexity of the timetable)

-
- ✿ Share your own experiences, which limit your freedom to construct an appropriate and effective timetable for your school
 - ✿ Record your key points.
-

Some factors are given as:

1) Non availability of teachers:

This is the factor, which seriously affects the appropriateness of the timetable.

2) Limitations of the place:

If affects poorly the construction of timetable.

- i. Determining the size of class & the size of classroom
- ii. The size of content & the nature of subject
- iii. The interest level of the learners & the quality of learning out put

3) Adjustment of time appropriately:

≧ It affects the construction of the timetable due to non or
- more than two periods a day per subject.

4) Timing of school:

Subject to the weather the changes in school timing also affects the effectiveness and proper utilization of the timetable.

5) Load of work of the teaching staff:

Some times a teacher is suffered with a load of work continuously. One class off start the second, second off

starts the third. The continuous engagement of a teacher affects the quality of learning and lack of the interest of proper utilization. If only one teacher is not following the timetable strictly, all the teaching staff will be disturbed due to the irregularity or irresponsibility of even one person.

Note: Add the other factors & experiences, which you face on your own side, particularly

Think about the solution of the problems, which affect the implementation of the timetable negatively.

UNIT NO 2.5

CONTENT: Evaluation and Examination

OBJECTIVES: After studying and discussion on this unit you will be able to:

- ▢ Differentiate the terms of evaluation, appraisal, assessment and examination
- ▢ How to improve the existing system of the evaluation and examination

INTRODUCTION:

Think about the following some basic concerns regarding the aspects of testing, examination, appraisal and evaluation.

- Why we test our students?
- Why do we make efforts to conduct the examinations?
- Why do we trouble to focus on appraisal?
- Why we bother to evaluate our schools?

It is very easy to answer the questions and we can deliver a very comprehensive lecture on the concerns but don't meet the needs of national curriculum objectives. We avoid to reflect critically on these questions for improvement. These are not simple questions but the great challenges.

We should accept these questions as a great challenge.

It is my personal experience that when ever during the teachers training programme the discussion is conducted on the national curricula objectives references to the bloom taxonomy the trainees express that they know already all these things so they need no more discussion on such type contents.

Ok, I am agree to all my these colleagues but the question is, if we have a knowledge on the content why we hesitate to

comprehend and apply it. Where is the hurdle? Who is responsible of the such type practices as given in the following questions:-

The question was given in 5th class internal board exams. Carrying 10 marks of each

“What are clouds”?

“Who was Quiad-e-Azam”?

So we shall need to reflect critically for the purpose of improvement.

This unit is presented just to recall or shed a light on the concept but you are requested to accept it as challenge.

- ✧ Study the concept in detail.
- ✧ Conduct a research on your own basis.
- ✧ Discusses with your colleagues or with any expertise available in locality after that evaluate your efforts for further improvement.

ACTIVITY NO-1:

Why we test our students?

- ✧ Think about the reasons of testing or assessment.
- ✧ Summarize the points individually, then compare your points with your colleague's ideas.
- ✧ Discuss with each other and conclude the reasons

ACTIVITY NO –2:

- ✧ Would you like to differentiate the evaluation and examination?
- ✧ Record your own ideas then discuss with your staff

ACTIVITY NO –3:

- ✧ Can you distinguish the appraisal from assessment of the student, if yes how?
- ✧ Elaborate it with the examples:
- ✧ Record it and share your ideas & conclusion with your colleagues.

ACTIVITY NO –4:

- ❖ We all are not satisfied with our existing examination system.
- ❖ Would you like to suggest for improvement in this system.
- ❖ Discuss with your colleagues and record all the suggested points.
- ❖ Try to submit your recommendations to your local BISE through proper channel.

EXAMINATION:

Examination is considered to achieve the objectives of education.

The educational norm directly depends upon the effectiveness of the examination system. Examination system directly depends upon the efficiency of the school performance and school performance depends on its effective evaluation. So overall contribution to the objectives of education is due to the school effective performance, quality and efficiency.

Examinations are conducted to test or assess the performance of the students according to a prescribed and required academic standard.

The effective examination (internal/external) have the three major qualities:

- Validity/objectivity
- Reliability
- Practicability

EVALUATION:

Evaluation means to find out the values of any programme. It is conducted to find out the strengths and

weakness of a programme for making decision for its further improvement.

Similarly in education the teaching learning process is evaluated in the basis of its curriculum objectives. To achieve these objectives the required teaching learning support material is developed, the activities for active learning are designed and selected for application within available resources. Then the teacher's performance, student's performance, material to be used, activities to be designed, objectives to be desired, classroom learning environment and all other approaches are analyzed one by one separately.

After evaluation, conclusion has been drawn for making decision for further improvement in teaching learning process.

APPRAISAL:

It is to assess the values and quality of a student's work.

The work means not only the writing of answering and securing the marks in the test or examination but assessment of student's overall as:- performance in the class including attendance, behavior, attitude, participation, presentation, written work, scores of tests, activities, overall learning achievements and behavioral change is appraisal.

ASSESSMENT:

The student's learning achievements is measured by a tool called "a test" (Question paper). The administration of a test is called testing or assessment. Both the terms are same.

Some times the term testing is used for a single test or examination and term assessment is used to maintain to record of different tests or examinations.

VALIDITY:

Validity of a test (question paper) is a degree of truthfulness for objectivity.

For example:

- A test item is developed to measure the application of a concept.

Now if this term only measures “knowledge” of a concept ignoring the application purpose now the developed test item is not valid one.

The validity is:-

- Clear direction and instruction for answer the test items.
- The test items of appropriate cognitive levels.
- Clear and meaningful wording of the test items
- Test items easy to some extent and difficult to some extent.
- Test items measuring the objectives of the curriculum

RELIABILITY:

Reliability of a test or question paper means some performance and some outcomes of a test. The external and internal factors, different occasions, different time, place and people don't influence the performance on the instrument or tool.

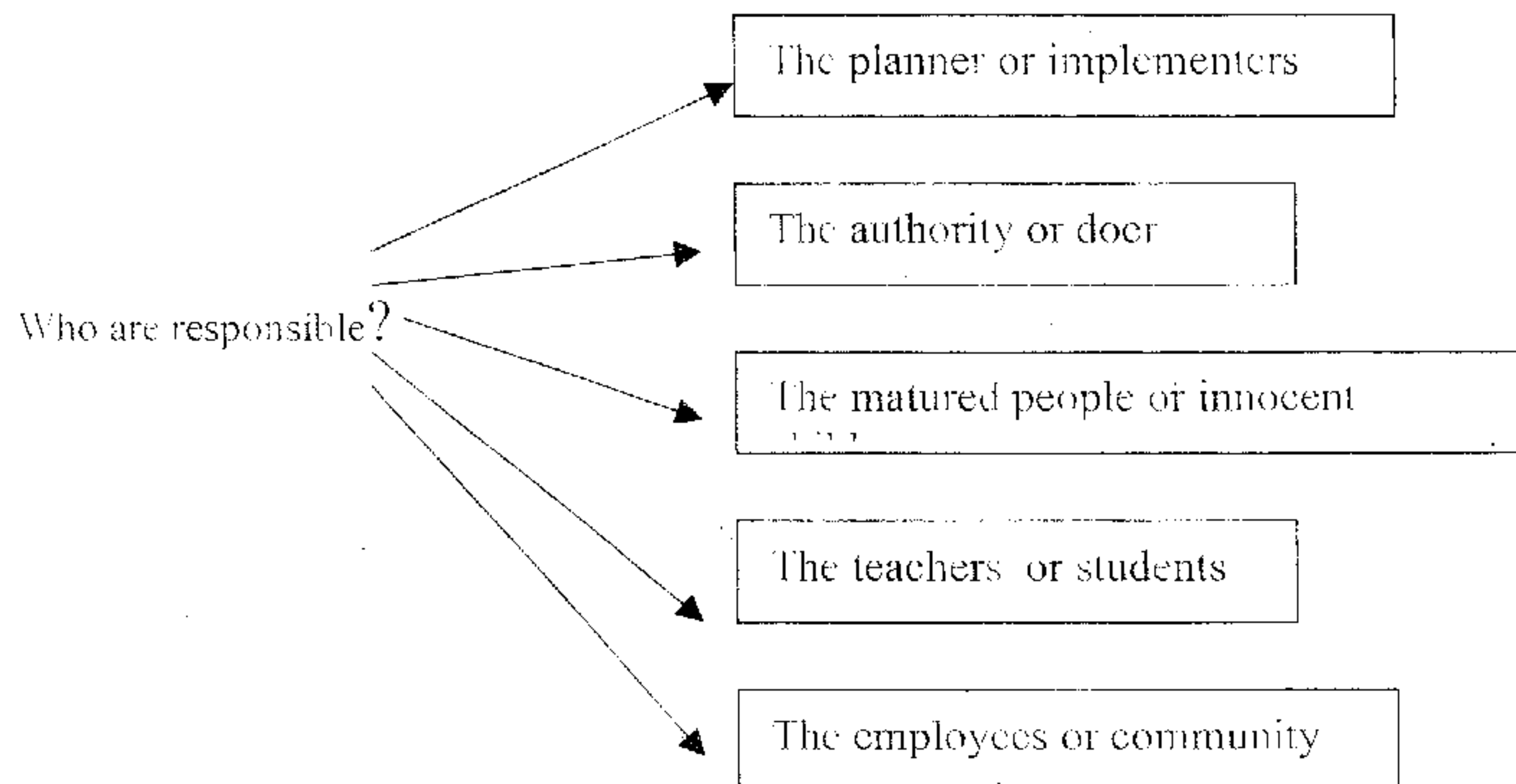
For example:

A thermometer will be termed as a reliable instrument, when it shows the boiling point of different samples of pure water taken from different sources at different times by different people as 100°C at a particular place

CONCLUSION:

It is not difficult to say that our evaluation and examination system is weak but it is rather difficult to improve it, to make it effective and fair.

Now it is challenging task for all of us to improve it and to bring reform in the existing system. We should study, understand and then reflect to find out the root cause of this weakness. We should think about a question: -



The influence of supervision and inspection on the academic management:

The concept of supervision:

At school level the term supervision is used specific for professional development i.e.; pedagogical aspect and methodological aspect. It is directly concerned with the improvement in teaching learning process, classroom performance, teacher's and student's performance.

Supervision is carried out more than twice or as a matter of frequent occurrences.

THE CONCEPT OF INSPECTION:

Inspection at the school level is concerned with overall development of education. It is carried out once in a year.

It is concerned with checking of record stock registers, equipments, building and collection of statistical information.

Major components of supervision are: -

ACADEMIC SUPERVISION:

Including: -

- Teaching learning strategies in classroom
- Classroom warm-up and learning atmosphere
- Innovative techniques in teaching learning strategies
- Innovation & modification in instructional or supporting teaching learning material.
- Follow up the training implementation on modified basis as directed in service teachers training programme
- Evaluating the learning achievements of the students.

2-ADMINISTRATIVE SUPERVISION:

Include: -

- Guidance and leading of school staff.
- Giving on the job or task training
- Feed back for further improvement in written documents.
- Maintenance and completion of log book in good time.

3-SUPERVISION AS A PROGRAMME DIRECTOR:

Include: -

- Curriculum activities & modification team.
- Master trainers
- Pedagogical advisors
- Impact studies conducting team
- BISE Team
- Heads of the department.

The school supervision and the school management are closely related. The school head is also a supervisor of his/her school. He/she can supervise all the professional and administrative activities at any time keeping in mind the criteria to fulfill the objectives of supervision.

The objectives of the external or internal supervision is to ensure the school quality and efficiency i.e the performance of the school must be well known and clear to community concerned.

COMMENTS/SUGGESTIONS:

Due to load of work, and due to limitation of physical facilities, the concerned EDO/DOs/DDOs/ADOs cannot ensure the supervision objectively as prescribed criteria.

Therefore, heads of the school can plan a schedule of supervision & inspection of their schools on their own part. The head should prepare an action plan with the cooperation and coordination of the staff members. The head should observe the classroom learning situation and feed back may be provided to the teachers concerned for further

improvement and modification in teaching learning strategies.

The feedback should be critical based on positive sense for smooth running of school evaluation programme.

The external supervisor neither focus nor provide the feedback based on objectivity. It is totally subjective and general. No guidance, no suggestion, no comments for further professional improvement has been provided in the logbook or in inspection report. Unfortunately all the supervisors are not professionals, therefore they are unable to help you in innovative techniques of methodology, pedagogy, learning outcomes or to remove the shortcomings in your job.

Similarly the head can organize an inspective team comprising skilled teachers from his/her school, who are competent to check the office record, academic record and financial matters etc. and can inform the head for all shortcomings to keep the record up to date and fair.

This team can show the graphic chart of learning achievements of the students class and subject-wise time to time.

UNIT 2.6:

CONTENT: TEACHER DIARY.

OBJECTIVES: At the end of this unit you will be able to:

1. Realize the importance of Teacher Diary.
2. Motivate your staff to maintain a teacher diary.

It is very comprehensive book. It shows the overall performance of a teacher's activities in classroom according to the scheme of work. it is conducted according to the planning of teaching year.

The name of classes, breakup of the contents of subjects, the list of activities, the desired objectives, required material for the session, the performance of the students, the personal reflection and conclusion is recorded by the concerned teacher in his/her diary.

Middle and secondary school teacher has to teach more than two different subjects to different classes a day. In such situation it is rather difficult to record all these things in a diary, but it is better to record all these things in key points. It is a brief schedule of a teacher to keep him/ herself well aware of what happened to day and what happens tomorrow. At the end of each teaching learning period he/she reflects on his/her methodological and pedagogical process and student's performances. He/she can reflect on the strengths and weakness of his/her own activities. As a result he/she is able to draw a conclusion for professional improvement and modification.

Teacher diary keeps the teacher busy in action research all the time consciously and unconsciously, which is a good sign of capacity building based totally on his/her own efforts in the supervision of the heads.

Some times the teachers discuss their diary with each other to modify the process. It is the job of head to check the diary regularly and to give the remarks in positive sense for professional growth.

COMMENTS:

It is very good to conduct teacher diary for your staff members. Try to make their attitude towards the usage of teacher diary. Try to keep them regular on its proper maintenance. Try to realize them its usefulness for the purpose of the professional growth and for school efficiency.

UNIT-1.8

CONTENTS: Co-curriculum activities.

OBJECTIVES:

After discussion on this unit you will be able to:

- ❑ Get awareness of different kind of co curricula activities
- ❑ Consider the values of co-curricular activities for over all development of the students
- ❑ Manage the co curricula activities properly

INTRODUCTION:

“Co-curricular activities are very important from the educational point of view. The goal of education is overall development of the students”. Unfortunately in many schools such types of activities are not organized properly. The attitude towards these activities needs improvement.

For the personal growth, self-exposure and self-expression the co-curricular activities must to organized properly in each school.

Besides the intellectual activities other activities as physical, social religious, aesthetic and cultural must be organized regularly. In this unit we are going to discuss how to manage the co-curricular activities properly.

ACTIVITY NO-1:

- ❑ What kinds of co-curricula activities are organized in your school? List the activities?
- ❑ What do your students feel while they are engaged in such type of activities?
- ❑ Ask your students to reflect, how do they feel?
- ❑ Record a report of the student's attitude regarding co-curricular activities.

Kinds of co curricula activities:

- ❑ School Assembly, Debates, Quiz Programmes
- ❑ Competition, Table Talk, Seminars
- ❑ Dramas, Role Play, Educational Exhibitions
- ❑ Educational Trips, Study Trips
- ❑ Girls Guide, Scouting
- ❑ Athletic Activities (Games /Sports), Parents Day, Exhibition, Mina Bazaar etc, camp of Environmental Education, Camp of child labour combating, Camp of clean less & protection of natural sources.
- ❑ Publication
- ❑ Prize Distribution Programme

Values of co curricula activities:

1. From educational point of view much emphasis has been given on these activities to achieve the educational goals and over all development of the students.
2. This type of activities are considered to be a strong source of self expression and personality development.
3. These activities provide energy to the body and mind.
4. These activities solve the psychological problems.
5. These are the sources of self-confidence, self-dependence, self-governing, self-control and leadership growth.

6. Co curriculum activities enhance the intellectual skills through practical and personal experiences as educational and study tours/camping trips and reading habits.
7. These activities promote the social co-operation and coordination on mutual understanding.

As Girl Guide, scouting, parents day, prize distribution, or educational trips etc.

8. Games promote a sense of appreciation encouragement, responsibility, good manners and loyalty to society
9. These provide the students to enjoy the leisure time, positively and properly.
10. The co-curricula activities can promote the over all development of the students effectively.

How to organize the co curricula activities properly:

- * Plan a list of activities which you can organize properly in your school within available resources.
- * Think about the alternate resources to promote the activities.
- * Plan a schedule to organize the activities actively
- * Ensure the provision of contingencies, equipments, physical recourses other material and alternate resources as required.
- * Organize a team properly comprising your staff members keeping in view their own individual interest and knowledge level.

- ✳ Motivate them to develop and initiate the activities according to the schedule maintaining a proper register duly attested by the team members & countersigned by the heads.
- ✳ Assign the duties of your staff according to the level of their interests, aptitude and attitude.
- ✳ Make sure that each and every activity has been organized in right time, at right place with right way.
- ✳ Maintain a register for the purpose of record and inspection.
- ✳ Adjust the activities in time table if possible as library period competition Quiz Programme, debates etc.
- ✳ Keep in mind the objectives and vision of your school, while organizing co-curricula activities.
- ✳ Prepare a report of each activity organized at school or out side the school.
- ✳ Record the reports and publish if possible
- ✳ Encourage and appreciate your staff members and students by awarding.
- ✳ Involve some personalities from the community to participate and support the programme.
- ✳ Invite some expertise from locality for the purpose of inspection & guidance for further importance.
- ✳ Conduct an album for collective of the related pictures and publication cut pieces relevant to the programme

with brief history and out put influencing the school evaluation as a whole.

THE SCHOOL ASSEMBLY:

It is very good to start the day activities with a morning assembly in school.

It is the best opportunity for all the members of school to say and participate in the collective prayer. This is why that assembly is also known as “prayer”.

In Prayer the (P.B.U.H) some patriotic songs are also recited in the love and respect of our country Pakistan, which remind us our recognition as a pak place for the pak people.

It is appreciated that the important and latest news or current affairs are announced by a student daily one by one. It is highly appreciated that in some schools Nazra of holy Quran with translation and Tefseer has been in practice daily after soon the assembly session for 15-20 minutes. After that the school routine activities are started. Some times the head of the school address the staff and students for some purpose. Sometimes the resource persons from locality are invited to address on particular topic.

e.g some people are suffering from particular diseases ,invite a doctor from locality to address the students and school faculty for the advice of prevention of the diseases.

Some times a religious Ulama are invited to preach on some burning issues developed consciously or unconsciously in society against the Islamic point of view.

Some times the specialists of environmental education should be invited to address in assembly to impart environmental education, as noise pollution, tree plantation, protection of environment , protection of water , and all the natural sources and other important information to the school faculty.

Some times invite some expertise to tell the students how to maintain the kitchen garden, how to protect the vegetables, fruits and foods, how to decorate their homes, how to help the elders and youngers, parents etc. Assembly session is a big chain of coordination between the school faculty and the community. The assembly session should not be maintained as stereo-typed and traditional. It must be useful, meaning full, effective, lively, knowledge full and motivating. Assembly must be arranged well disciplined with full regards and sprits Talking, noising, gossiping, uttering, and other such type of poor practices may be avoided. It is the starting and opening session of the day therefore maintain it as a “Prayer” Session in the presence of school staff and in the supervision of the heads.

School assembly is regarded as a means of self-control, discipline, and service of school faculty.